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ABSTRACT

The key to educational excellence is rethinking a new role for excellent teachers that embraces the classroom and extends beyond it into leadership activities. Among current policy initiatives are attempts to integrate stronger teacher roles into guidelines for incentive plans and to use teachers' strengths in the decision making process at local and district levels. With the increasing complexity of instructional tasks, teachers are demonstrating their potential as collaborative researchers. There are forces converging to support emerging teachers' roles as leaders. Rising teacher militancy, in the face of job dissatisfaction and the loss of teacher leaders to other professions, has increased public support of the expansion of teacher activities in leadership positions for public education. One of the more important leadership roles for experienced teachers lies in the area of inducting new teachers into the profession, and supporting beginning teachers and transfer teachers in their orientation. Providing for continuing education of peer teachers and planning and conducting continuing education are leadership roles in which excellent teachers can be of vital importance. Experienced teachers can also play an important role in research and program development. (JD)

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[1]Paper presented at the annual meeting of the American Associate of Colleges of Teacher Education, Denver, Colorado, February 27-March 2, 1985.

The current school reform movement has turned the attention of the public and the profession back to the central link in education, the teacher. Although many points of disagreement exist among the prestigious committee reports and the policy initiatives which have followed in their wake, one thing is clear: the spotlight is on the teacher. As Ernest Boyer, President of the Carnegie Foundation said, "Whatever is wrong with American public schools, it cannot be fixed without the help of those teachers already in the classroom." As one sifts through the multitude of reports and mandates, it becomes clear that it is not just teachers in general that are receiving all this attention: it is the highly skilled teacher, the teacher who can demonstrate excellence in the classroom.

The voices of reform are not in agreement about what to do with these excellent teachers; in fact, a review of the flood of current reform proposals presents a confusing array of proposals. Some reformers would like to limit reform activity to merely selecting and rewarding outstanding teachers. To this end, merit pay plans have been devised to test teachers' literacy skills, their content knowledge, and their observable teaching behaviors. Others,with an eye to creating the excellent teacher of the future, demand more rigorous initial selection and preparation for teachers. The Paideia Proposal calls for universal

education for secondary teachers rather than specialization in one area; almost all reforms call for stiffer standards in teacher education programs. Other reforms, such as differential pay proposals, offer bonuses to teachers who take on special assignments such as teaching in low-income areas or summer teaching and curriculum planning. In South Carolina, across-the-board pay raises have been tied to additional school days (more complex differential pay plans are now under consideration).

With all their confusing variation, most of the school reform initiatives are what Larry Cuban (1984) calls "school reform by remote control." A reform movement which depends only on stiff external accountability measures and superficial indicators of excellence--without bottom-up school improvement strategies--can only fail. Remote control of schools has failed in the past, Cuban says, and it is a design for failure in the current reform movement. Although Cuban was specifically addressing problems in California's sweeping new educational reform bill, SB813, he has identified a pervasive problem in the current school reform movement.

In the last decade, we hoped that the student performance would improve if students sat in the classroom longer and took more tests. If that premise had proven to be true, we would not be facing such massive demands for reform. How can we hope to have better luck improving teacher performance by demanding

that teachers sit in school longer and take more tests?

Before rushing into a rash of ill-chosen reforms, now is the time to look more closely at what needs to be done. If improved teaching will not just occur on demand, what specific actions are needed to bring it about? How do we raise the level of schooling? What role should the excellent teacher play in new, improved models of schooling?

We suggest that the excellent teacher is, indeed, the key to educational excellence. We further suggest that the role of this teacher is not limited to a few isolated instances of outstanding classroom teaching. Our children will not receive the education we seek for them by occasionally meeting an excellent teacher; nor will these excellent teachers remain in the profession if they are limited to a single role throughout a lifetime teaching career. Rather, the key to educational excellence is rethinking a new role for excellent teachers which embraces the classroom and extends beyond it into vital leadership activities.

In this paper we will explore the theme of teacher leadership in educational reform. First, we will establish the rationale for new roles for these teachers. Then we will trace some of the forces at work in the current reform movement which create favorable conditions for such roles to emerge. Finally, and most importantly, we will present a description of what these

roles might look like.

Rationale for Teacher Leaders

Cross (1984) makes a strong case for the role of teacher expertise as a significant force in reforming American education. She points to the studies of corporate excellence by Peters and Waterman, studies which began with the same question being asked of schools today: What are the critical factors for quality productiveness? The corporate studies reached a surprising conclusion. Excellence did not reside in technological efficiency, nor did it reside in selection of quality personnel. The main clue of excellence was what Peters and Waterman called "unusual effort on the part of apparently ordinary workers." Excellent companies, despite many other differences, all created management policies which fostered unusual effort on the part of apparently ordinary employees."

What did some of these companies (such as MacDonald's and IBM) do to stimulate enthusiasm, commitment, and high quality performance among their workers? Among the examples which Cross found significant were expecting and requiring high levels of performance, giving workers an amount of control over their situation, and encouraging an "individualistic, enterpreneurial spirit." These companies created decentralization and autonomy at the source of production and tolerated its attendant overlap,

messiness, internal competition, and lack of overall uniformity.

Cross sends a strong warning to the educational community, a warning which is extremely well-taken. We are in danger of losing our opportunity to reform education if we depend on external control from the top, if we effect uniform changes with no building level decision-making, and if we depend on evaluation of teachers to create excellence. What we should be doing is "creating winners instead of selecting them."

Theodore Sizer, in Horace's Compromise: The Dilemma of the American High School, echoes Cross's warning. He advises against over-emphasis on eliminating or improving teachers as a solution for school problems; he advises us to trust them. He suggests that heavy external monitoring will only drive out of education the teachers (and principals) we want to attract. Instead, conditions to support the individual initiative and talent of excellent teachers should be created. Without building level involvement, in decision-making as well as implementation, the 1980's school reform will make changes without creating the excellence we seek.

Current Policy Initiatives. Among the current policy initiatives are attempts to integrate stronger teacher roles into guidelines for incentive plans. In the Virginia Beach proposals, for example, rewards are based on teachers' individually planned goals, a laudable effort to nurture teacher

initiative and growth. The Charlotte-Mecklenburg career ladder plan makes available extensive advanced training for teachers through the top level. In Tennessee's career ladder plan, selection of "master teachers" includes demonstrated skill in supervising, evaluating, and improving the professional performance of other teachers.

District Decision-Making. One does not need to look only at the latest round of initiatives for schooling to find evidence for the value of teachers' classroom-based expertise. District administrators, higher education personnel, and state and federal officials repeatedly point to their prior classroom experience as an essential ingredient in their decision-making expertise. And their critics frequently point to their lack of it. Furthermore, even this extensive reservior of past classroom experience is often not enough; administrators supplement their prior experience with assistance from their current teaching staff.

Teachers sit on an endless array of committees, review panels, and task forces. But they have not often been encouraged to move from committee membership into more continuing and significant decision-making roles within their districts.* One notable and on-going exception is the highly successful National Writing

*The 1970's Individually Guided Education model provided for differentiated staffing of classrooms and gave lead teachers leeway for significant decision-making, but few remnants of that model still exist today.

Project, a collaborative venture between colleges and school districts to improve the teaching of writing (Binko & Neubert, 1984).

Teacher leadership is at the heart of this project. In-service is provided by successful teachers who combine classroom expertise with perspectives gained by participation in the project. Even the administration avoids a top down model, taking teachers directly into the decision-making at every level. Despite studies which have indicated the centrality of classroom credibility in successful in-service education (Bank & Williams, 1983), teacher involvement remains a relatively insignificant force in in-service education, and is even less significant in district decision-making.

Teachers as Research Collaborators. Even in the field of educational research, an arena traditionally far removed from the classroom teacher's influence, teachers are making their mark. The past two decades have seen increasing teacher involvement in decisions about what kinds of information must be collected to answer important educational questions, as well as how that information can best be collected and interpreted. At first teachers were "collaborators" in research with university researchers who watched them, videotaped them, and even asked them questions to supplement correlational and experimental studies. Teachers had a recognized contribution to make, but were by no means equal to

researchers with specialized training. As the inadequacy of traditional research paradigms to provide information which could assist instructional improvement became more apparent, researchers welcomed teachers as almost equal partners with specialized knowledge. The teacher-collaborator positions at Michigan State University's Institute for Research in Teaching is only one example of many such efforts. At the same time, the burgeoning field of classroom ethnography/sociolinguistics made available methodologies which intensified the research role of the teacher. The new field of "Teacher-Researcher" is now contributing respected research information to the growing body of instructional knowledge.

We have impressive evidence of teacher leadership potential--in district decision-making and even in creating the knowledge that underlies decision-making. Yet, despite demonstrated value of teacher expertise in educational decision-making, there exist only isolated instances where teachers can remain in the classroom over a lifetime career in teaching, and also grow in their exercise of leadership. If they elect to remain in the classroom, teachers' expertise may be used, but it will not be officially recognized. Typically, teachers are involved at an insignificant level as they meet with committees, but have no voice in deciding whether or not their expertise will be used in formation of actual policies. To be officially involved in

decisions which affect their teaching, teachers must still leave the classroom--leave the base of their expertise, leave the arena in which they are most successful--and become administrators, supervisors, or professors.

Increasing Complexity of the Instructional Task. To be an excellent teacher today is to have an awesome command of many areas of expertise. The command of subject matter (often more than one field) is only a beginning; master teachers also know the developmental steps of knowledge and procedures in their specialty fields through which they must lead students in order to master the subject matter. They also know a very complex array of teaching strategies to meet the needs of all the different learners they face--learners with special disabilities, the gifted, and the culturally different.

Although public concern, as expressed in the national commission reports, focused only on the content knowledge which teachers possess, the teaching function is still education's central focus. The lack of public attention to pedagogy is ironic, because there now exists a knowledge base of considerable range and depth about teaching effectiveness to support the training of teachers. Teachers will need more than initial graduate degrees to gain command of the complexity of today's pedagogy. A burgeoning research base creates the possibility of defensible advanced training for teachers--training in teach-

ing, not supervision, not administration, and not special services such as counseling. We must keep our experienced, excellent teachers in the classroom and educate them to the fullest. These will not be teachers who sit back and count lunch money all their lives; they will truly be master teachers, and they will have a strong sense of their own worth. Schools will have to give these teachers room for decision-making.

Even administrators at the building level are now unaware of critical dimensions of the teaching task; when they make decisions about scheduling, teaching assignments, or purchase of materials, they create conflicts which render teachers unable to teach effectively. Decisions at a higher level, further removed from the classroom, can be even more detrimental. The need for classroom teacher leaders, those who have gained a broader perspective, to share in decisions which affect their lives is a critical one if school reform is to truly make a difference.

Clearly, we have not in this country made adequate use of the skills and abilities our teachers possess. As Sizer suggests, we have not trusted them; and as Cross points out, we have not inspired them. In fact, we continue to do quite the opposite in our rush to reform them--and we are creating many drop-outs in the process. It is absolutely imperative that we include teachers into the decision making processes that, in

turn, intimately affect the impact they have upon children. If we do not, then Cuban's notion of "educational reform by remote control" may well become the only alternative available to us, and we will look back upon this time in American education with the same wistful sadness we remember our own lost youth.

Forces Converging to Support Emerging Teacher Leader Roles

Many of the reasons cited above for including teachers in school district leadership roles have existed for decades. Yet little has changed with respect to the defined roles and obligations of teachers in general, and teacher leaders in particular. Teachers, to this day, have very little impact upon the structure of schools or educational programs beyond the confines of their classroom.

There is, however, good reason to believe that teachers of the future will have a larger influence on school and district decision-making. In the current era of educational and school reform, there appears to be a convergence of forces creating conditions supporting the legitimization of the teacher leader role.

Rising Teacher Militancy. Increased teacher militancy reflects not only a general mood in our society, but the specific job-related dissatisfactions experienced by most teachers. For years, teachers have swallowed their frustration when others

made decisions affecting what they did in the classroom, as well as how they did it. Now teachers are more vigorously voicing their concerns, and are trying to take steps to increase the scope of their decision-making power. And as "remote control reform" efforts continue, teachers can be expected to become even more vocal regarding a wide range of educational issues. But despite the support of teacher organizations, their status remains low, their questions and suggestions fall on deaf ears, and others decide how teaching should take place.

Loss of Teacher Leaders from the Profession. Linda Lee, North Carolina's teacher of the year in 1980, can tell us something about this rising tide of frustration among teachers. Linda Lee provided a model of excellence in her classroom and also devoted after-school hours as adviser to the school newspaper and the National Honor Society. She created innovative instructional projects, gave workshops for other teachers, and served on state level advisory groups. A model of how a teacher's lifetime career in the classroom can unfold, an outsider might conclude. Linda Lee must be one of the lucky ones. But Linda Lee would disagree.

Linda Lee quit teaching this year to become a real estate agent. She is now making almost twice her former salary, but salary was not the reason she left teaching. "Every change I have seen in 19 years," she said, "has put the teacher further

and further from the decision-making process and added increasing hordes of people whose job it is to look over the shoulders of teachers. Everything we do is short range..."

Her district is initiating a merit pay plan. The plan was created to reward and keep teachers like Linda Lee in the classroom, but when she examined the specifics of the plan, she saw no rewards she wanted. It seemed to her to be a scheme which left the classroom teacher with the same old problems, but more headaches getting from "Level I" to "Level II." How many teachers each year make the same decision Linda Lee made?

Loss of Job Satisfaction from Teaching. Clearly, we run the risk of reforming our very best teachers out of the profession. Herzberg's (1966) pioneering work in job satisfaction suggests that teachers have two sets of contrasting needs. First, teachers must find the act of teaching to be rewarding and satisfying, in and of itself. Many teachers who derive great satisfaction from the act of teaching, however, are unhappy in their work as a result of what Herzberg calls "hygiene factors" that consist mainly of school and district policies and administration, supervision, working conditions, interpersonal relations, money, status, and security. The lack of involvement of teachers like Linda Lee in school and district decision-making is quickly becoming the chief "hygiene factor" responsible for job dissatisfication among teachers.

As the accountability movement intensifies, bringing with it more regulation, testing, and paperwork, general teacher frustration will similarly intensify. Paradoxically, the increase in regulation, testing, and paperwork will serve to reduce teachers' classroom effectiveness by reducing in subtle ways the time they are able to devote to active instruction. This becomes the real frustration of teachers--particularly good teachers. Merit pay plans, as well as other "innovations," that do not take into account the various "hygiene factors" that serve to reduce job satisfaction are doomed to fail in the long run.

Increased Public Support. The present public attitude toward education is another force for the expansion of teacher roles. As Scott Thompson of the National Association of Secondary School Principals observes, the whole landscape has changed and, "there has been a real shift in public opinion on the importance of schools." Increased status and financial rewards will accrue to teachers who can demonstrate classroom excellence and peer leadership. An interesting example of the enormity of the shift in public opinion is the bill being considered by the California legislature that would award 12 "path finder" teachers $150,000 each over a three-year period, as well as a $30,000 travel allowance, to create new instructional approaches.

There are many additional examples of the increase of public support for public education. Tennessee's statewide

public dialogue dealing particularly with the support of "master" teachers will ultimately result in a career ladder approach to teaching. South Carolina's Educational Improvement Act, initially funded to the tune of $200 million, is clear evidence of that state's concern and willingness to support education. Many other similar examples of movement toward improving teachers' status have, at the same time, helped to improve the psychological climate of the teacher's workplace and have served to remind teachers that teaching children really is important.

Other Forces for Change. There are, of course, many other forces operating to contribute to the climate of change, especially with regard to expanding the professional role responsibilities of teachers. The availability of an increasingly sophisticated body of knowledge to support the education of teacher leaders is certainly a contributing factor. Continued calls for effective continuing education for teachers, as well as research to identify such programs (see Gage, 1984), are also evidence of movement toward expanded teacher leader roles.

Underlying the majority of the new roles for teacher leaders is the notion that teachers need and want to assume leadership for public education. If the reform of public education is to continue--and there is no "quick fix" as Cross (1984) points out--then, all the leadership and decision-making ability that teachers can demonstrate will be necessary. Teachers will, to a much

greater extent, serve as models of professionalism for other teachers, students, and the public at large.

We do not suggest that the teacher roles we will elaborate are wholly new. They are not. Teachers have been fulfilling these roles on more or less an informal basis for as long as there have been schools. Our purpose here is to specify in greater detail a more precise notion of the tasks and responsibilities implicit in these roles. Legitimizing and formalizing these roles, which demand of teachers a leadership and professionalism heretofore expected in only a few other professions, is also a necessary first step in building a true profession. And taking steps at this time to build such a profession is the best hope for the continuous and long-term improvement of public education.

Pedagogical Roles: Modeling Teaching Excellence

Certainly, the pedagogical role has always been the major element of the role and task expectations placed upon teachers. The role of the teacher leader, above all, rests on demonstrated excellence in classroom teaching. In particular, the emergence of the body of research information commonly referred to as "effective teaching" research has offered us tools for accurately identifying good teachers and increasing our understanding of what these teachers do.

Gage (1984) underscores the importance of this effective teaching knowledge base for its potential benefit in the practice of educating and training teachers who can better effect student achievement. He further cites the work of Brophy and Good who note the areas of teaching reading and mathematics, and general classroom management, where the positive effects of these research efforts have been most visible (see National Assessment of Educational Progress reports). Gage goes on to argue for the study and development of continuing education programs for inservice teachers in order to both extend and disseminate this body of information.

The teacher who has truly attained an advanced level of expertise in the pedagogical role has always existed. On the other hand, our general ability to specify what these excellent teachers do is relatively new. For example, excellent teachers are able to extend learning opportunities not only to the majority of students, but also to the hard to reach students. However, teachers with this level of teaching ability presently enjoy little institutional recognition as a result, and are far too seldom tapped as an important resource in making important decisions at the school and district levels. Whoever heard of asking a teacher her opinion about a decision that would affect an instructional program?

Gage emphasizes that, in light of the lack of concern regarding pedagogy in four national commission reports, "much thinking about education has found it possible to focus on almost every conceivable part of the enterprise except its central focus: the teaching function" (p.92). This observation is cause for no small concern in view of the widely held opinion of professional educators that "the improvement of pedagogy is the most likely source of a real solution to the shortcomings of America's schools" (Howe, 1982).

The most important points to be made with regard to the teacher's role as an instructional specialist are that (1) there exists a knowledge base for training teachers in this role, and that (2) as our knowledge grows, so does our need to help teachers assimilate this knowledge. Further, given the importance of the pedagogical role, it will surely spawn new roles for teachers--and already has. Some of these roles are discussed below.

Mentoring Roles:

Inducting New Teachers into the Profession

Prospective Teachers. The general induction of prospective teachers into the teaching role is haphazard, at best. While major reform reports have called for an increase in the amount of practical experience prospective teachers gain in their preparation programs (Adler, et al., 1982), the mechanisms by which

this increase can be implemented and realized are seldom described. Formal responsibility in this area for teacher leaders is a natural extension of their abilities applied to a critical area of need.

Within teacher preparation, there is great need to systematically provide prospective teachers the experience that will allow them to (1) assume the teaching role with a minimum of anxiety, (2) be assured of their own personal adequacy in this new role, and (3) survive in the early stages of their general induction into the profession (see Fuller and Bown, 1975). Teacher leaders who can assume responsibilities for coordinating and extending these experiences, and who can serve as mentors and role models, are badly needed.

The legitimization of the teacher leader's role in this respect can serve a number of other critical functions. These teacher leaders become liaisons between school districts and teacher preparation programs, thus reducing the artificial barriers between public schools and colleges and universities; teacher preparation, then, becomes similar to the model used in the medical professions. Teacher leaders who assume responsibilities in this domain can also become integral to both the reform and planning of initial teacher education programs.

New Teachers and Transfer Teachers. Newly hired, first-year teachers require the same kinds of support that prospective teachers

require. However, any given school district has a specific vested interest in inducting new teachers not only into the profession, but into the specific context of the school and district. Teacher leaders are in the best position to provide the kind of assistance needed by new teachers in the beginning "survival" stage and in the next stage of "instructional expertise" (Fuller and Bown,1975).

Beyond these pedagogical concerns, both new and transfer teachers require procedural knowledge and help necessary to smooth functioning in the classroom and district. The teacher leader's direct assistance to beginning teachers can serve as a method for circumventing the rigidity and inflexibility that student and first year teachers are known to experience.

Assisting Roles: Providing for the Continuing Education of Peer Teachers

Teacher leaders can also plan and provide for the continuing education of peer teachers. Teaching is an isolated activity that allows for little peer professional interaction. Teachers at the survival stage, as well as teachers at later stages of career development, require the assistance of their peers in helping them to fine-tune their instructional techniques, deal with special problems in the classroom, and generally extend their expertise.

Teaching Effectiveness Assistance. Teacher leaders can assume the important role of assisting other teachers in the improvement of identified instructional problems. They can be particularly effective in observing and coaching (Joyce and Showers, 1982) other teachers in a far less threatening context than is possible in the administrator observe-and-conference model. Where their purpose is improving instruction rather than documenting failure, teacher leaders can be instrumental in making recommendations that result in better teaching and increased job satisfaction among teachers.

Planning and Conducting Continuing Education. Teacher leaders are also in an excellent position to articulate the staff development needs of other teachers, and the school at large. Hanes and Rowls (1984) have noted a general trend in this country toward the decentralization of staff development programs, wherein teachers at local levels are taking an increased role in planning and offering professional development activities. Hanes and Rowls further note that there has been, so far, little attempt to formalize professional role responsibilities for planning programs of this sort, and as a consequence, far too many staff development programs-although planned with teacher input-do not serve the purposes for which they were intended. Formalizing teacher leader roles in this respect can optimize the usefulness and positive impact of continuing education for teachers.

Often, teacher leaders will possess expertise in particular areas to the extent that they not only play an important role in planning staff development, but conduct staff development activities as well. Districts can provide regular support mechanisms to assist teachers in finding effective forms to transmit their classroom expertise to others.

Professional Association Liaison. Many teachers are highly active in local, state, and national professional associations. Many of these associations expend a great deal of effort in disseminating information about new teaching techniques, curricular trends, materials and programs, and so on. Teacher leaders who are active in these organizations are in a perfect position to share the efforts of these organizations with other teachers. The formalization of teacher leader roles in this regard can have a positive effect on school and district recognition and support of teacher participation in professional organizations.

Research and Development Roles: Providing A Context for Experimentation and Decision-Making

Research Role. As we have described, teachers are taking a greater responsibility as researchers--assuming a role that involves experimentation and innovation in the context of seeking solutions to important school problems. The unexpected enthusiastic acceptance of the researcher role by teachers suggests a willing-

ness and need on their part to assume responsibility for testing new ideas, making decisions about what kinds of phenomena should receive careful study, and using research techniques to guide them in making important educational decisions.

When teacher leaders have assumed the roles of researchers, innovators, and originators of new knowledge, they have at the same time learned to create a new climate in their respective schools. Their schools and districts have become fertile environments that expect, recognize, and reward professional behaviors that cause teachers to analyze carefully what they do, how they do it, and how they might change in order to do it better. A collegial spirit often spills over to students and to other teachers as discoveries are shared and discussed. This point cannot be over-emphasized; the improved professional climate that results from adoption of the researcher role has dramatically and positively altered the workplace for many students and teachers alike. The teacher as researcher role perhaps best exemplifies the need of teachers to be involved in the decisions that affect the nature and quality of education.

Program Development Role. The recognition of the teacher researcher role suggests additional teacher roles in decisions about and experimentation with new instructional techniques, materials, and programs. Prior to school-wide or district-wide adoption, such programs can be field tested by teacher leaders

in controlled situations. Program revisions and modifications can then be made before large scale adoption occurs, thus reducing the time required for implementing new programs, as well as reducing the administrative and logistical problems that are concommitant to new programs. Crucial to the success of such an endeavor is the involvement of the teacher leaders in the actual decision-making, as well as the field testing. Teacher leaders then become program developers, and at the same time, help to reduce resistance to change and innovation among other teachers.

Communication Roles: Articulating the Problems, Needs and Accomplishments of the Schools

One of the most wide spread and persistent problems of public schools has been their failure to communicate with the public regarding significant educational issues. For schools to be effective, it is necessary that students, parents, and teachers maintain communication regarding the problems, needs, and accomplishments of schools. The media are often the public's only source of educational information, and too often have presented only the problems of schools, ignoring their needs and accomplishments. Educators at all levels have, in general, done a poor job of articulating the mission and accomplishments of the schools.

Teacher leaders are needed to share with administrators

responsibility for communicating with the public. Parents, the business community, school boards, and church groups badly need the information and perspectives that teachers can provide. Similarly, teachers themselves require a more clearly defined role in the public dialogue regarding education, as well as the decision-making that follows public dialogue.

Summary

In summary, the roles described above provide a range of activities contributing to the development of overall excellence within a school district. The Pedagogical Roles serve as a basis for all the others: demonstrating an advanced level of educational excellence in the classroom. The Mentoring and Assisting Roles allow teachers to assist in strengthening areas of severe need: inducting new teachers into the profession and providing for the continuing education of inservice teachers. Research and Development Roles place teachers in partnership with district, state, and university to test, adapt, and implement new programs. And last, Communication Roles serve the profession by garnering and sustaining the support of the public. No one teacher can, of course, accomplish all of these roles, but all are appropriate teacher roles. Jobs and teachers must be matched for optimum effectiveness.

Teacher leaders will need training to prepare for these

new roles, and continued collegial support will be necessary as they operate in them. Many excellent teachers, for example, demonstrate in the classroom advanced teacher competence based on complex understanding of content and children's learning characteristics, but they lack experience and training in articulating their understandings to others. Similarly, many teachers know the forces immediately surrounding their classroom, but are only vaguely aware of the larger administrative, economic, and political context of teaching. The emergence of effective teacher leaders depends on new teacher education programs expressly designed for their continued education needs.

A promising model for advancing graduate programs for career teachers is the Educational Specialist in Teaching, a post-master's degree in instruction which is currently under development at the University of South Carolina College of Education. As presently conceived, it is designed for a selected group of career classroom teacher leaders whose contribution to excellence in education will be accomplished through continued classroom teaching.

Developed and designed to be implemented through collaborative university-public school relationships, this degree provides a core of experiences for all teachers, K-adult, and also provides concentrated study in the applicant's chosen field of concentration. Core courses embrace three important knowledge domains:

instructional effectiveness research, the study of educational change and dissemination (with associated leadership roles), and the linguistic and social culture of the classroom. Frequent short-term practica experiences and long-term field study form a critical dimension of the program.

It is hoped that the collaborative delivery mechanisms and the close connections between verbal learning and field study will not only provide effective training, but will also establish initial behaviors on the part of teachers and their supervisors which will facilitate transition into the new roles described herein.

In the changing workplace of the school, emerging teacher leadership activities can help to bring educational reform to reality. The public can raise the cry, but it cannot answer the crucial questions about how to move from mandate to practice. Educators must answer these questions, and answer them with plans which are more than mechanical arrangements for evaluating and reassigning teachers. We must seize this opportunity to create the conditions for retraining our best teachers for life-time careers in teaching and using their expertise to its fullest to create the very best education for our nation's children; in other words, create and support "teacher leaders."

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